

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the results of the research and discussion above, it can be drawn the following conclusions.

#### 5.1 Conclusion

This chapter contains the conclusions of the research results, and suggestions for the campus, lecturers and research students regarding the Use of WhatsApp Media in learning Academic Writing, as follows:

First, the discussion of the Advantages and Disadvantages of WhatsApp in teaching academic writing. In this case, most of the students gave positive responses regarding this, an example of the response was that students felt very helped by the use of WhatsApp media in the process of increasing creative thinking patterns in developing their motivation to learn about writing style. and sharpen the skills of creating good writing. Besides that, there are also those who gave negative responses about teaching Academic writing using WhatsApp. Even though it is collaborated with other applications, namely Google Classroom and Zoom Meetings, this is seen as not being effective and maximal, for example, students feel that the lack of face-to-face meetings in the learning process causes the acceptance of assignments given by lecturers to be considered less than optimal, and has an impact on student work results. and it can be concluded that students agree that the lack of face-to-face meetings in the learning process has an ineffective and maximal impact on the ongoing learning process.

Second, Regarding the application of WhatsApp in Academic Writing learning, based on the answers from students and the analysis conducted in this interview, some of the students gave negative responses regarding the use of WhatsApp as a learning medium, it was assessed because learning by using WhatsApp media was not the same as face-to-face meetings. face between lecturers and students, of course this has an impact on students' difficulties in understanding writing learning without practicing the material obtained directly, besides that some of the students also cannot ask lecturers directly about material difficulties and things that are still unclear or confusing, especially in Academic writing courses using WhatsApp media. And it can be concluded that learning to use WhatsApp is less effective and maximal, especially in learning Academic Writing.

Based on the Lecturer's answer about the Application of WhatsApp in Teaching Academic Writing, the online Academic Writing course using WhatsApp media is considered to have been running effectively and maximally, this is seen because by giving several assignments accompanied by examples of its work to students using WhatsApp media is considered very practical and effective, besides that lectures can also be collaborated by using other applications for delivering learning materials, namely the Google Class Application. And it can be concluded that online academic writing learning is optimal and effective because students can design academic writing with the style and creativity of each student. And of course this is

considered quite good even though it is assisted by using the Google Classroom application.

The second is about the strengths and weaknesses of WhatsApp in Teaching Academic Writing, as for the Negative Responses of Students regarding the lack of face-to-face meetings which causes the assignment and implementation of assignments to be ineffective and maximal, Based on the answers of some students, that students agree because of the lack of face-to-face meetings in the process learning causes ineffective learning activities that take place.

## **5.2 Suggestion**

Based on the conclusions of the research above, the researchers will give some suggestions regarding learning Academic Writing using WhatsApp online media, namely: as follows:

### **1. Campus**

Online learning is considered more optimal and superior to be carried out during the COVID-19 pandemic, therefore it is hoped that the facilities and infrastructure to support learning activities are maximized as effectively as possible so that the learning process runs smoothly and efficiently.

## 2. Lecturer

It is expected that the lecturer will explain each Academic Writing learning material in more detail and develop teaching strategies and improve their ability to use learning media in the process of delivering subject matter both online and offline.

## 3. Student

WhatsApp chats can be used in learning to write and make it easier for students to apply it to Academic writing material. Besides that, the biggest hope for students is the awareness of responsibility in doing assignments given by lecturers to students, and the discipline of collecting them on time both online and offline.

## 4. Researcher

Researchers are expected to have knowledge of both theory and practice and are reliable in finding the best solution from a series of analyzes and problems encountered, so that they can add broader knowledge and insight about the advantages and disadvantages of online learning using WhatsApp media.

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Virginia corona, (27 juli 2021)



# **APPENDICES**

## **A. Interview Questions and Questionnaire**

### **INTERVIEW FOR LECTURERS**

1. How was implementation of teaching Academic writing?
2. What did the obstacles did you encounter during teaching using WhatsApp?
3. How did the teaching of Academic Writing courses using WhatsApp?
4. Was the teaching of Academic writing using WhatsApp able to improve student writing skills?

### **INTERVIEW FOR STUDENTS**

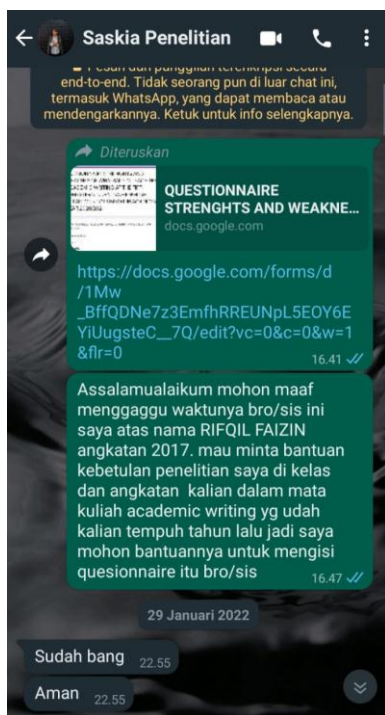
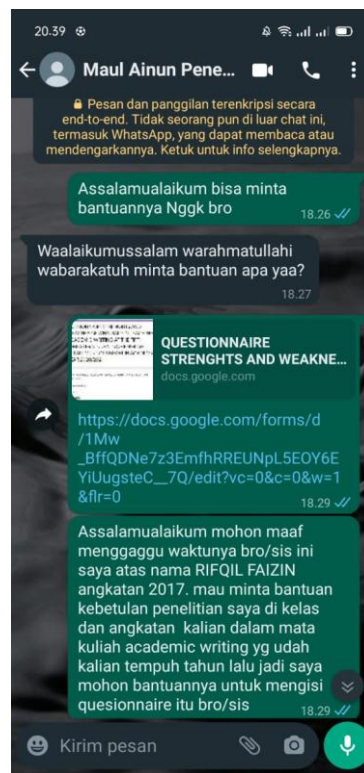
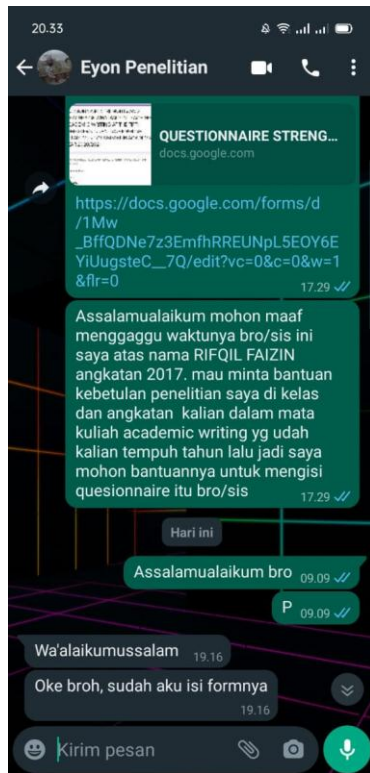
1. Are there any essays given to students to understand Academic Writing lessons using WhatsApp. Yes/ No. Why?
2. Are students more diligent in participating in Academic Writing lessons by using WhatsApp. Yes/ No. Why?
3. How do students respond to teaching Academic Writing using WhatsApp. Yes /No. Why?
4. Can students' writing skills in academic writing be improved by using WhatsApp. Yes/ No. Why?

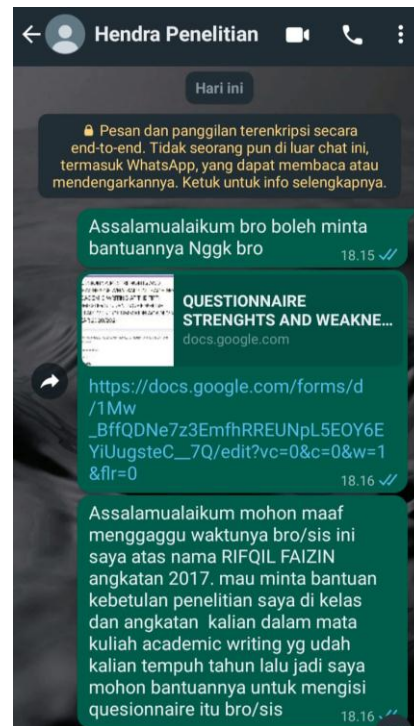
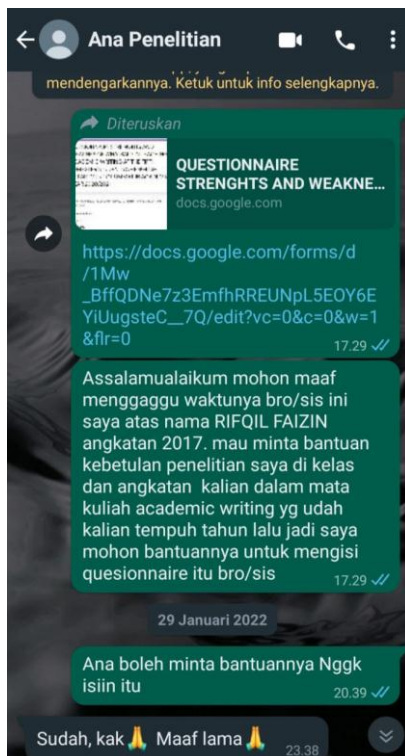
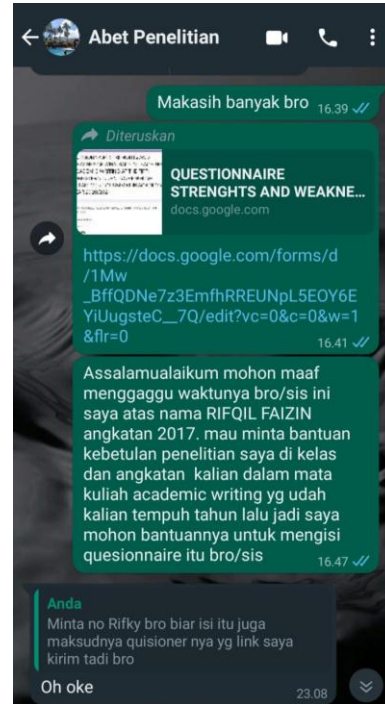
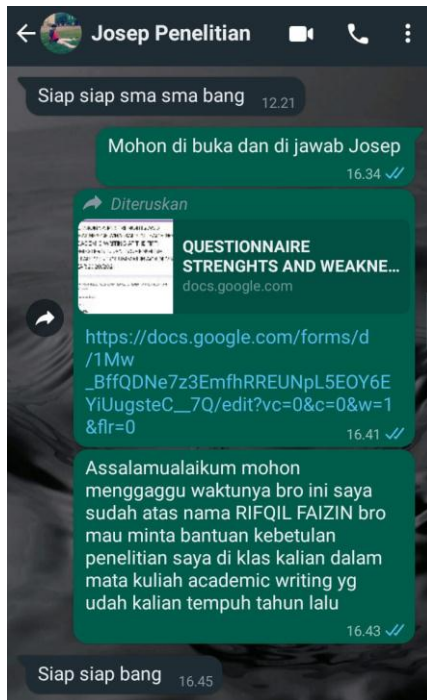


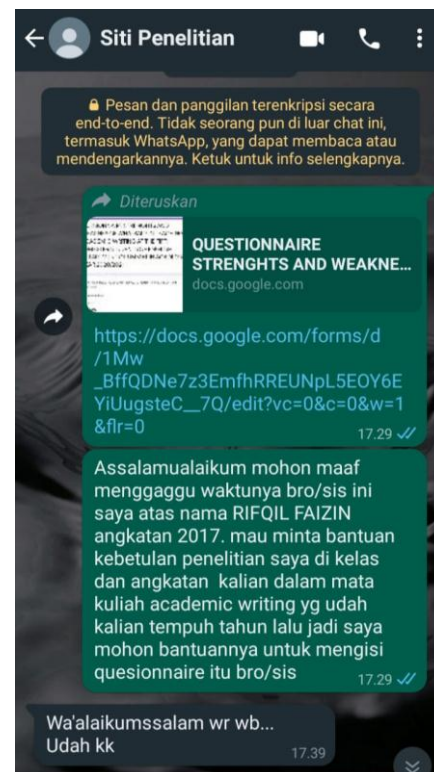
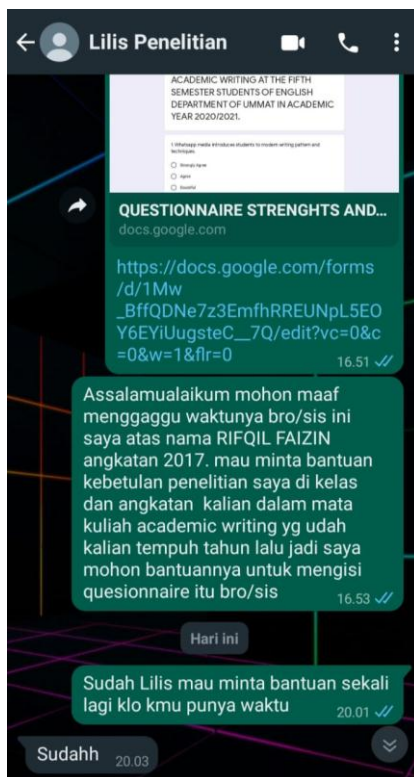
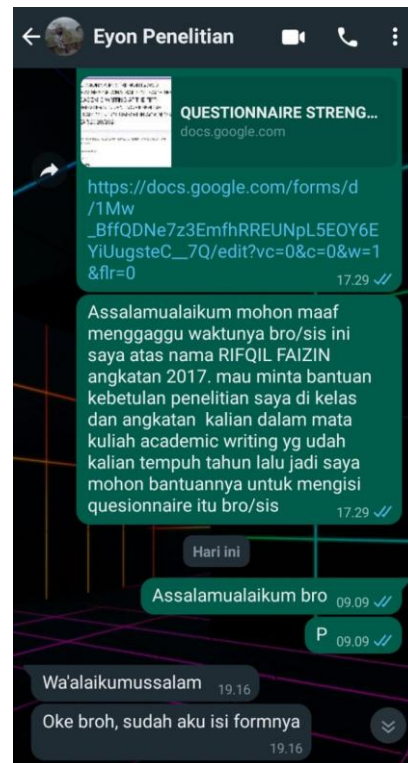
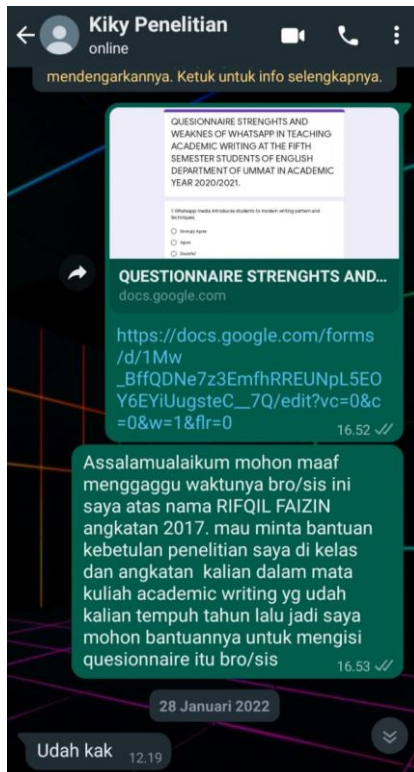
**QUESTIONNAIRE STRENGTHS AND WEAKNES OF WHATSAPP IN  
TEACHING ACADEMIC WRITING AT THE FIFTH SEMESTER STUDENTS  
OF ENGLISH DEPARTMENT OF UMMAT IN ACADEMIC YEAR 2020/2021**

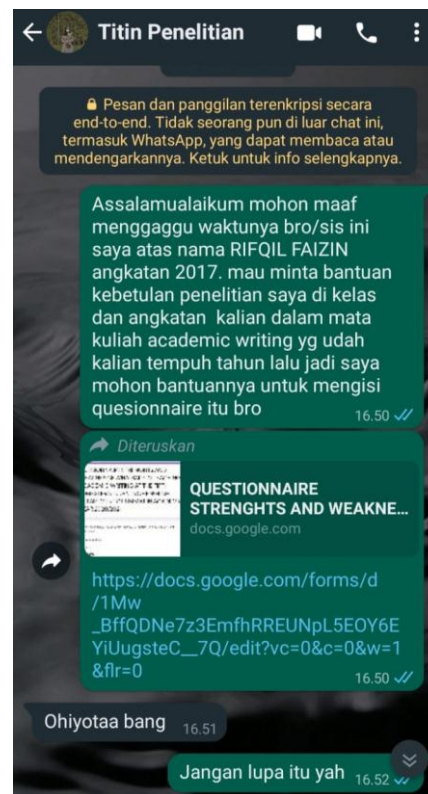
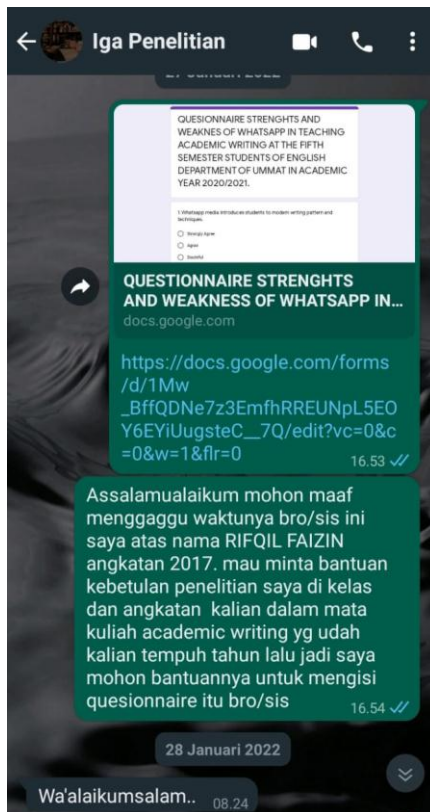
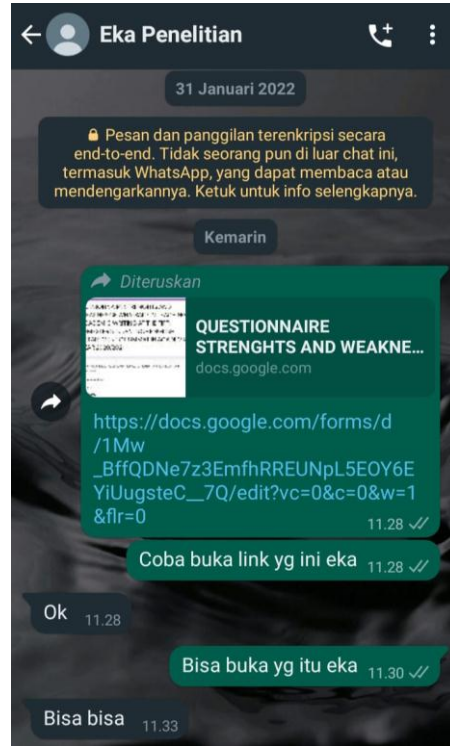
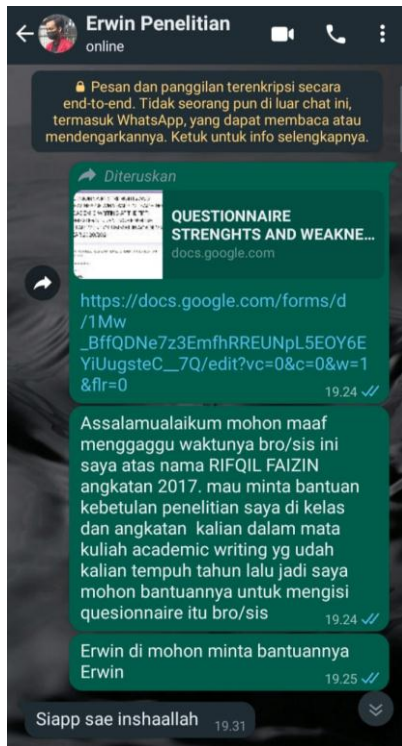
<b>NO</b>	<b>Questionnaire</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Doubtful</b>	<b>Disagree</b>	<b>Totally Disagree</b>
1.	WhatsApp introduces students to modern writing pattern and techniques.					
2.	WhatsApp improves the way students interact and share information globally.					
3.	WhatsApp increases students' knowledge of new terms in English.					
4.	WhatsApp helps develop vocabulary for academic writing.					
5.	WhatsApp provides customizable features to help students work together to create their own language meaning academic writing subjects.					
6.	Network limitations risk hindering the learning process.					
7.	Lack of face to face meetings causes task execution to be ineffective.					
8.	Lack of direct interaction result in a lack of students interest in learning the material being taught.					
9.	Students receive quite limited learning material					
10.	Students social life is reduced due to online lessons.					

## B. Interview Pictures For Student Results





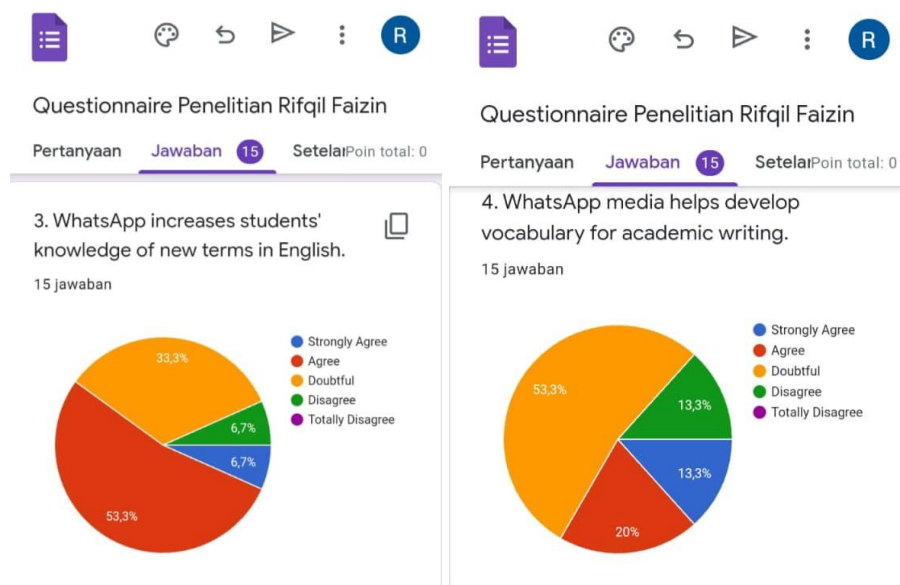
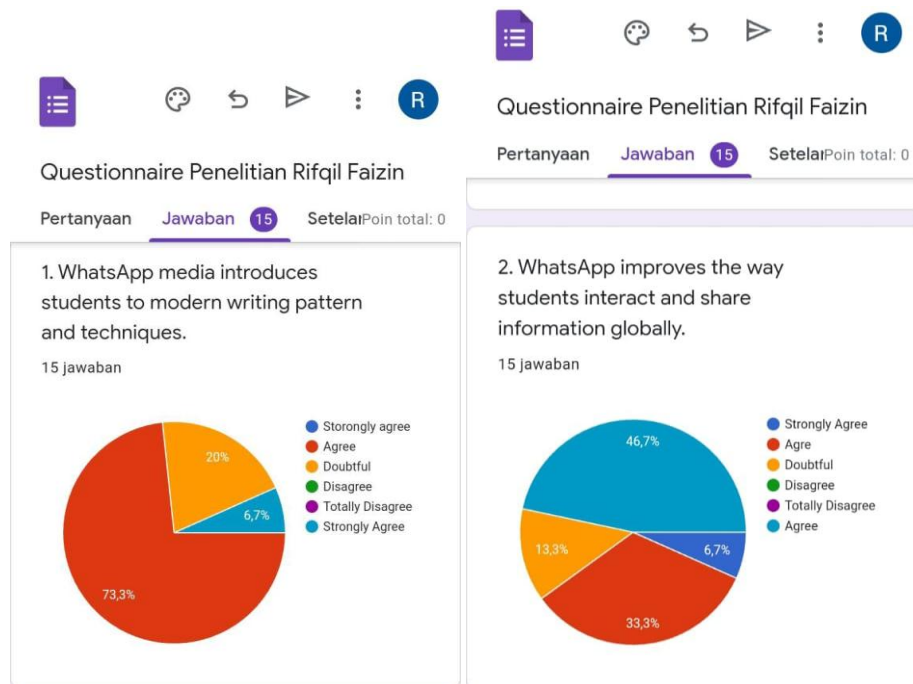




### C. Interview Pictures For Lectures



## D. Questionnaire Students And The Results Of The Questionnaire



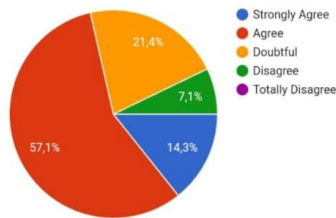


### Questionnaire Penelitian Rifqil Faizin

Pertanyaan Jawaban 15 SetelaPoin total: 0

5. WhatsApp provides customizable features to help students work together to create their own language meaning academic writing subjects.

14 jawaban

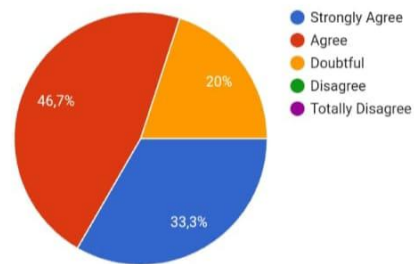


### Questionnaire Penelitian Rifqil Faizin

Pertanyaan Jawaban 15 SetelaPoin total: 0

6. Network limitations risk hindering the learning process.

15 jawaban

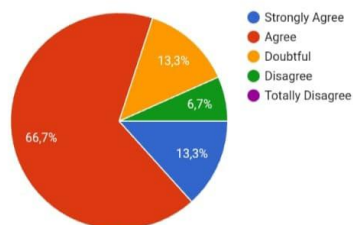


### Questionnaire Penelitian Rifqil Faizin

Pertanyaan Jawaban 15 SetelaPoin total: 0

7. Lack of face to face meetings causes task execution to be ineffective.

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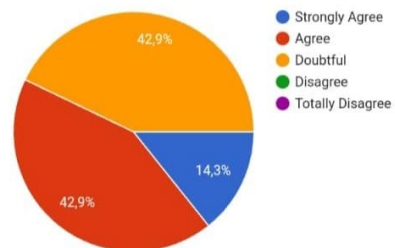


### Questionnaire Penelitian Rifqil Faizin

Pertanyaan Jawaban 15 SetelaPoin total: 0

8. Lack of direct interaction result in a lock of students interest in learning the material being taught.

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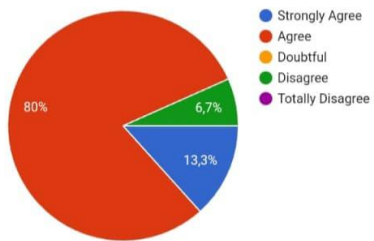
## Questionnaire Penelitian Rifqil Faizin

Pertanyaan Jawaban 15 Setela Poin total: 0

9. Students receive quite limited learning material

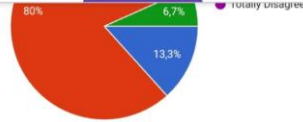


15 jawaban



## Questionnaire Penelitian Rifqil Faizin

Pertanyaan Jawaban 15 Setela Poin total: 0



10. Students social life is reduced due to online lessons.



15 jawaban

